



Title I, Part D Subpart 1

Presented by: Monica Shack, Amber Skaggs

“What is Title I, Part D?”

Neglected & Delinquent Students

- ▶ ***Neglected***- due to abandonment, neglect, or death of their guardians; reside in a public or private residential facility “other than a foster home.”
- ▶ ***Delinquent***- public or private residential facility for the care of children who have been adjudicated or in need of supervision.



“What is Title I, Part D?”

At-risk Students

At-risk- Public or private facility for children or youth who are school-aged and are:

- at-risk of academic failure
- dependency adjudication or
- delinquency adjudication
- has a drug or alcohol problem
- Is pregnant or is a parent
- Has previously come into contact with the juvenile justice system or
- child welfare system in the past
- Is at least 1 year behind the expected grade level for the age of the individual
- Is an English learner
- Is a gang member
- Has previously dropped out of school
- Has a high absenteeism rate at school



“What are the Goals of Title I, Part D?”



- ▶ **Improve educational services** for children
- ▶ Provide N and D youth a **successful transition** from institutionalization to further school or employment.
- ▶ **Prevent youth from dropping out** of school
- ▶ Provide youth who have dropped out and youth returning from correctional facilities with a **system** to ensure their education.

“What is the Annual Child Count?”



- ▶ The Annual Count is an annual survey that collects an **estimate** of the number of students who are “eligible” for Title I, Part D funds in each state.
- ↴ Eligibility for counting and eligibility for serving are different!

Eligibility



State Agency (SA)

- ▶ The SA is responsible for providing free and public education to children and youth who are in N or D institutions, community day programs, or adult correctional institutions.

Facility

- ▶ Facilities that serve children and youth who are neglected OR delinquent AND have an average length of stay of at least 30 days.

Student

- ▶ Students who are aged 20 years or younger
- ▶ Students who are enrolled in a **regular program of instruction** for at least 15 hours/week in an adult facility
- ▶ Or 20 hours/week in a juvenile facility or community day program

Regular Program of Instruction

- ▶ A regular program of instruction is defined as an educational program that consists of classroom instruction in school subjects such as reading and math.



Students Counted vs. Students Served



Students Counted (Annual Count)

- ▶ In a program for youth who are N or D, including juvenile and adult correctional facilities and community day programs
- ▶ Enrolled in a “regular program of instruction”
- ▶ Enrolled in a program that has an average length of stay of at least 30 days on day of count during the calendar year
- ▶ 20 years of age or younger

Students Served

- ▶ In a program for youth who are N or D, including juvenile and adult correctional facilities and community day programs
- ▶ Enrolled in a “regular program of instruction”
- ▶ Enrolled in a program that meets the length-of-stay requirements for a given program type (requirements vary)
- ▶ 21 years of age or younger

The Count Window and Formula



- ▶ Select a date
 - ↴ The SA selects **any 1 day** during the current calendar year.
 - ↴ Every facility uses the same date
- ▶ Facilities **adjust the count** to reflect the length of the school year of the specific agency or institution

$$\frac{(\text{single day count}) \times (\text{length of school year in days})}{180}$$

Child Count



PART II - BASIS FOR ELIGIBILITY		YES	NO
1.	Is a regular program of instruction provided for the children in the institution or community day school?	<input type="checkbox"/>	<input type="checkbox"/>
2.	Is the State Agency responsible for providing free public education for the children in the institution or community day program?	<input type="checkbox"/>	<input type="checkbox"/>
3.	Is the average length of stay in the institution or community day program at least 30 days?	<input type="checkbox"/>	<input type="checkbox"/>

IF ANSWER TO ALL THREE QUESTIONS ABOVE IS YES, PROCEED TO PART III

PART III - TYPE OF INSTITUTION AND ENROLLMENT		20 HOURS per week	15 HOURS per week
<input type="checkbox"/> INSTITUTION FOR NEGLECTED CHILDREN A public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> INSTITUTION FOR DELINQUENT CHILDREN AND YOUTH A public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> COMMUNITY DAY PROGRAM A regular program of instruction provided by a State Agency at a community day school operated specifically for neglected or delinquent children.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> ADULT CORRECTIONAL INSTITUTIONS A facility in which persons are confined as a result of a conviction for a criminal offense, including persons under 21 years of age.		<input type="checkbox"/>	<input type="checkbox"/>

PART IV - ADJUSTED ENROLLMENT TO REFLECT THE RELATIVE LENGTH OF THE STATE AGENCY'S ANNUAL PROGRAM			
Enrollment (from Part III)	No. of Days Per Year Educational Program Operates	Adjusted Enrollment	
<input type="checkbox"/>	Y <input type="checkbox"/>	Divided by 180 =	<input type="checkbox"/>

Application for the Instructional Program



**19 *required* elements in
Sect. 1414(c):**

Academic assessment / Needs Assessment

Yearly budgets

Program evaluation

Record sharing

Transition

Parent involvement

Students with disabilities

And more...

Focus Application on Needs



Needs assessments:

- ▶ Can be conducted at the State and facility/program levels
- ▶ Can focus on a single interest area or a whole system or program
- ▶ Can be completed by:
 1. Defining the purpose and scope
 2. Establishing a planning team
 3. Identifying desired data, availability, usability, and collection methods
 4. Analyzing data, identifying needs, and setting priorities

Needs Assessment



- ▶ How are you identifying the needs of neglected, delinquent and at-risk students?
 - ▶ What data factors are you using to identify the needs?
 - ▶ How often are those needs assessments re-evaluated?
(Ex: before, during, and end of the school year)

What a needs assessment tells you

- ▶ Students' demographics and their unique needs
- ▶ What additional supportive services are needed
- ▶ Academic and vocational outcomes
- ▶ Transitional/post release outcomes
- ▶ Professional development needs
- ▶ Relationships and their quality

**Where are we now? Where do we need/want to be?
How can we get there?**



Needs Assessment Example

www.neglected-delinquent.org/resource/title-i-part-d-program-administration-planning-toolkit



Current Outcomes: How things are...	Desired Outcomes: How things should be...	Needs or Gaps: What is the source of the problem?	Priority Ranking: How important is this need compared with others?	Solutions/ Action Steps: What are we going to do about it?	Evaluation Items: How do we know we've succeeded?
<p>Example: Upon release, only 25% of students are awarded the academic credits that they earned while in placement.</p>	<p>Upon release, 100% of students will have their academic credits transferred.</p>	<ol style="list-style-type: none"> 1. Some classes are not meeting State time and curriculum requirements. Consequently credits are not transferrable. 2. Student records are not up to date upon transfer, and information is lost or inconsistently transferred. 	<p>3 (of 6)</p>	<ol style="list-style-type: none"> 1. Update curricula so that all courses meet State mandates or requirements and credits are transferrable. Conduct awareness meetings with local schools to ensure transferability. 2. Adopt policies that require all teachers to update the academic records of students twice per week. 	<ol style="list-style-type: none"> 1. Regularly or routinely review course curricula to determine whether they are meeting State standards. 2. Continue to track student transfer data and review quarterly for improvement.
[Insert info here; add rows as needed]					

Why plan your funding?



To be more effective:

- Foster better outcomes for youth

- Meet Federal, State, and local requirements

- Meet program, agency, and facility goals and mandates

- Ensure future Federal program funding

To be more efficient:

- Do more with less in times of financial struggle

- Effectively administer Part D along with other responsibilities

The Application/Program Plan



A plan:

- A.** For meeting the educational needs of children
- B.** For assisting in the transition of children and youth from correctional facilities to locally operated programs; and
- C.** That is integrated with other programs under this Act or other Acts, as appropriate.

The Application/Plan (cont.)



Each plan should:

- A.** Describe the **program goals**,
- B.** **Measurable objectives**,
- C.** **performance measures** established by the facility that will be used to assess the effectiveness of the program in **improving the academic, vocational, and technical skills** of children in the program;
- D.** **Children will have the same opportunities to achieve** as if they were in their local/community schools

What can these funds be spent on?



Allowable

- ▶ Tutoring
- ▶ Liaison/Coordinator
- ▶ Classroom Assistant
- ▶ Supplemental classroom supplies and technology
- ▶ Supplemental Professional Development
- ▶ Counseling/Mentoring Services
- ▶ Dropout Prevention
- ▶ Vocational/Technical/Life Skills Education

Not Allowable

- ▶ Items that would be used by students that are not considered neglected, delinquent, or at-risk.
- ▶ Anything that would not be directly related to education or transition.

Program Plan



Title I, Part D Subpart 1
INSTRUCTIONAL PROGRAM PLAN
SY 2017-18 FY 2018 MUNIS #313D

District: [Click here to enter text.](#)

Facility Name: [Click here to enter text.](#)

Facility Contact: [Click here to enter text.](#)

Additional Contact(s): [Click here to enter text.](#)

Address: [Click here to enter text.](#)

Phone: [Click here to enter text.](#)

The purpose of Title I, Part D funding is to (1) improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet; (2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and (3) to prevent at-risk youth from dropping out of school, and to provide dropouts, children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities. [Title I, Part D, statute Section 1401]

Please submit your final Application/ Program Plan electronically to Martha Slemp at martha.slemp@ky.gov.



EDUCATIONAL NEEDS

1. Describe the comprehensive educational needs of all children and youth in the institution or program serving juveniles and/or describe the comprehensive educational needs of youth aged 20 and younger in adult facilities who are expected to complete incarceration within a 2-year period.

such as: number of students in the facility, number/percent of students in special education programs, number and percent of students by demographic categories: age, gender, race/ ethnicity, and other meaningful categories, the average length of stay for students in the facility and the percentage of students with limited English proficiency or who speak English as a second language. [Title I, Part D, statute Section 1416 (1)] and [Title I, Part D, statute Section 1416 (2)]

[Click here to enter text.](#)

2. Describe the steps the State agency has taken, or will take, to provide all children and youth under age 21 with the opportunity to meet the same challenging State academic standards in order to improve the likelihood that the children and youth will complete high school, attain a high school diploma or its recognized equivalent, or find employment after leaving the institution.

such as: the number/percent of students earning postsecondary course credits and/or vocational certificates , high school diplomas, attained / GED/ other degrees awarded, instructional activities , programs or strategies used to teach the state content and achievement standards. [Title I, Part D, statute Section 1416 (3)]

[Click here to enter text.](#)

3. Describe the instructional program, specialized instructional support services, and procedures that will be used to meet the needs described in item (1), including, to the extent feasible, the provision of mentors for the children and youth described in item (1). **such as:** personal counseling, vocational and technical counseling, academic and career counseling, financial aid counseling and instructional activities, programs and strategies used to address student/ facility needs. [Title I, Part D, statute Section 1416 (4)]

[Click here to enter text.](#)

Program Budget



N & D PROGRAM BUDGET 313D		Total Budgeted Amount	\$ -
FY18 (SY 2017-18)		Enter Institution Name:	
MUNIS Object Code		FILL IN: Description of Activity Provide the following as part of the description: FTE of staff paid through this funding source; Include the position descriptions of all staff paid through this funding source; and Description of items to be purchased beyond providing just the MUNIS Object Code descriptors.	Amount
110	Certified Services (Contract)		
111	Extended Days (Contract)		
112	Extra Duty (Contract)		
113	Other Certified (Not part of the Contract)		
120	Certified Substitute		
130	Classified Salaries		
140	Overtime		
150	Classified Substitutes		
160	Licensed		
170	Paraprofessional		
190	Board Per Diem		
210	Group Insurance Employer's share of any insurance plan		
211	Life Insurance (Code 0295)		
212	Health Insurance (Code 0294)		
213	Liability Insurance		
214	Dental Insurance		
215	Disability Insurance		
216	Retired Health / Life Insurance		
219	Other Group Insurance		
220	Employer Social Security		
221	Employer FICA Contributions		

Transition

Support services to ensure the success of the youth



- ▶ Personal, vocational/technical and academic counseling
- ▶ Placement services designed to place the youth in a university, college, or junior college program
- ▶ Information concerning, and assistance in obtaining, available student financial aid;
- ▶ Job placement

Transition Examples



- ▶ Student transition folder with exiting information of Transcript, Career Scope, individual state testing results, etc.
- ▶ By integrating College and Career readiness materials and DVD's.
- ▶ Enhancing the students' knowledge through college and career readiness supplemental books/novels, portfolio writing and Career Scope Information.
- ▶ Guest speakers will also be used to introduce students to possible career paths.

“What is the Performance Report?”

- ▶ The purpose of the performance report is to collect program data that the U.S. Department of Education (ED) can use to demonstrate the effectiveness of the Part D program.



“What is the Performance Report?”

- ▶ Subpart 1 and Subpart 2 programs must answer the same questions, focusing on four main areas:
 - ↴ Student and facility counts
 - ↴ Demographics (race/ethnicity, age, and gender)
 - ↴ Academic and vocational outcomes
 - ↴ Academic performance in reading and mathematics

(Please use the last 3 years of data to analyze your current needs)



“What is the Performance Report?”



A. STUDENT DEMOGRAPHICS - UNDUPLICATED COUNT	
GENDER	Click on this box to Choose Facility Type from Dropdown Menu
Male	
Female	
TOTAL - GENDER	0
ETHNICITY	Click on this box to Choose Facility Type from Dropdown Menu
American Indian or Alaskan Native	
Asian	
Black or African American	
Hispanic/Latino	
Native Hawaiian or Other Pacific Islander	
White	
Two or More Races	
TOTAL - ETHNICITY	0
AGE	Click on this box to Choose Facility Type from Dropdown Menu
3 years old	
4 years old	
5 years old	

CLICK ON BOX HERE:
Choose Facility type by clicking dropdown arrow.

GENDER COUNT:
This is an unduplicated count (**ONE TIME**) count of students who were served between July 1, 2015 - June 30, 2016. Students are only counted once.

ETHNICITY COUNT:
The total number of students by Gender & Ethnicity should match the total number of students.

C. ACADEMIC AND VOCATIONAL OUTCOMES - UNDUPLICATED COUNT	
ACADEMIC	Click on this box to Choose Facility Type from Dropdown Menu
Enter Number of Students Who...	While in the facility the number of students who...
a. Earned High School Course credits	
b. Enrolled in the GED Program	
TRANSITION	Click on this box to Choose Facility Type from Dropdown Menu
Enter Number of Students Who...	While in the facility the number of students who...
a. Enrolled in Their Local School District	
b. Earned a GED	
c. Obtained a High School Diploma	
d. Were Accepted and/or Enrolled in Postsecondary Education	
VOCATIONAL	Click on this box to Choose Facility Type from Dropdown Menu
a. Enrolled in Job Training Course or Program	While in the facility the number of students who...
b. Obtained Employment	

ETHNICITY COUNT:
The total number of students by Gender, Age & Ethnicity should match the total number of students.

EARNED A GED: Is considered a 'one-time outcome' that students should only be achieving once.

OBTAINED HIGH SCHOOL DIPLOMA: Is considered a 'one-time outcome' that students should only be achieving once.



Document

Double Click Instructions to Open Document

“What is the Performance Report?”



G. ACADEMIC PERFORMANCE in MATH		
*Number of Long-Term Students - 90 Days and Over		
ASSESSMENT/MEASURE TYPE:	Click on this box to Choose Facility Type from Dropdown Menu	
Enter The Number of Students Who....		
1) took the pre-test	0	PERCENTAGE OF PRE-TEST OUTCOMES
2) tested AT or ABOVE grade level on the pre-test		0%
3) tested BELOW grade level on the pre-test		0%
4) took Both the pre-and post-test	0	PERCENTAGE OF PRE- AND POST TEST OUTCOMES

1) Pre-test count must show a whole number.
***DO NOT SUBMIT FORM WITH ERROR

H. ACADEMIC PERFORMANCE in READING		
*Number of Long-Term Students - 90 Days and Over		
ASSESSMENT/MEASURE TYPE:	Click on this box to Choose Facility Type from Dropdown Menu	
Enter The Number of Students Who....		
1) took the pre-test	0	PERCENTAGE OF PRE-TEST OUTCOMES
2) tested AT or ABOVE grade level on the pre-test		0%
3) tested BELOW grade level on the pre-test		0%
4) took Both the pre-and post-test	0	PERCENTAGE OF PRE- AND POST TEST OUTCOMES

1) Pre-test count must show a whole number.
***DO NOT SUBMIT FORM WITH ERROR

4) Both Pre- & Post count must show a whole number.
***DO NOT SUBMIT FORM WITH ERROR



What other resources are available?

- ▶ [Neglected Delinquent Technical Assistance \(NDTAC\)](#)
- ▶ [US Department of Education](#)
- ▶ [KY Department of Education TIPD](#)
- ▶ [KY Educational Collaborative for State Agency Children \(KECSAC\)](#)
- ▶ Annual Child Counts

<http://www.neglected-delinquent.org/administering-title-i-part-d/planning-and-funding>

- ▶ Guidance for Identifying Eligible Institutions and Counting Children

<http://www.ed.gov/programs/titleipartd/legislation.html>

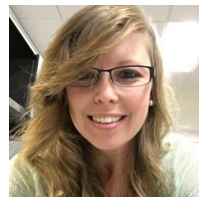
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